

MARSHALL ELEMENTARY

1441 Marshall Ave.
Orangeburg, S.C. 29118

GRADES K-5 Elementary School

ENROLLMENT 710 Students

PRINCIPAL Reggie N. Revis 803-534-7865

SUPERINTENDENT Melvin Smoak 803-534-5454

BOARD CHAIR Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	53	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes

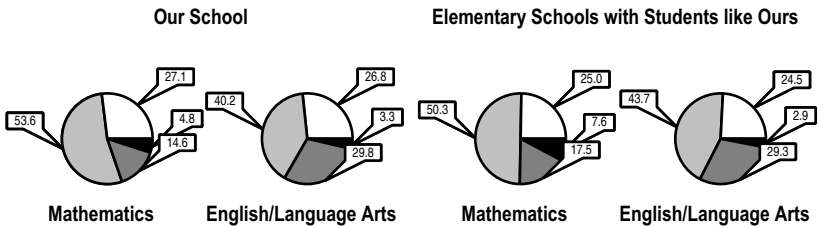
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	353	98.9	26.1	40.5	30.0	3.3	41.4	Yes	Yes
Gender									
Male	176	99.4	26.8	43.5	26.2	3.6	36.9		
Female	177	98.3	25.5	37.6	33.9	3.0	46.1		
Racial/Ethnic Group									
White	32	100.0	10.3	41.4	44.8	3.4	69.0	I/S	I/S
African-American	308	98.7	27.8	41.2	27.8	3.1	37.8	Yes	Yes
Asian/Pacific Islanders	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	307	99.4	24.4	41.6	30.2	3.8	44.3		
Disabled	46	95.7	38.1	33.3	28.6	0.0	21.4	I/S	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	352	98.9	25.9	40.7	30.1	3.3	41.6		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	348	98.9	25.3	41.2	30.2	3.4	41.8		
Socio-Economic Status									
Subsidized meals	255	98.8	29.9	43.2	26.1	0.8	34.4	Yes	Yes
Full-pay meals	98	99.0	16.3	33.7	40.2	9.8	59.8		

Mathematics - State Performance Objective = 15.5%									
All Students	353	99.2	26.6	53.9	14.7	4.8	36.5	Yes	Yes
Gender									
Male	176	99.4	25.6	53.6	16.7	4.2	34.5		
Female	177	98.9	27.7	54.2	12.7	5.4	38.6		
Racial/Ethnic Group									
White	32	100.0	13.8	48.3	24.1	13.8	55.2	I/S	I/S
African-American	308	99.0	28.8	54.5	13.4	3.4	33.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	307	99.7	20.9	58.2	16.4	4.5	40.4		
Disabled	46	95.7	66.7	23.8	2.4	7.1	9.5	I/S	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	352	99.2	26.7	53.8	14.7	4.8	36.3		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	348	99.1	26.7	53.8	14.6	4.9	36.2		
Socio-Economic Status									
Subsidized meals	255	99.2	31.0	54.5	12.4	2.1	31.0	Yes	Yes
Full-pay meals	98	99.0	15.2	52.2	20.7	12.0	51.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	113	97.3	24.2	39.4	31.3	5.1	36.4
	Grade 4	116	97.4	29.4	41.2	28.4	1.0	29.4
	Grade 5	130	98.5	41.9	47.9	9.4	0.9	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	98.3	12.1	35.3	44.0	8.6	52.6
	Grade 4	113	98.2	32.4	43.2	24.3	N/A	24.3
	Grade 5	122	100.0	33.6	50.8	13.9	1.6	15.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	113	97.3	16.0	56.0	16.0	12.0	28.0
	Grade 4	116	98.3	21.6	50.0	18.6	9.8	28.4
	Grade 5	130	98.5	45.3	42.7	9.4	2.6	12.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	98.3	15.5	57.8	23.3	3.4	26.7
	Grade 4	113	99.1	25.9	60.7	9.8	3.6	13.4
	Grade 5	122	100.0	38.5	44.3	10.7	6.6	17.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 710)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.0%	N/A	3.2%	2.7%
Attendance rate	98.3%	Up from 97.0%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		3.6%	3.5%
Eligible for gifted and talented	0.0%	Down from 9.6%	10.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	Down from 5.4%	8.8%	8.2%
Older than usual for grade	1.3%	Down from 2.2%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	71.7%	Up from 63.5%	46.9%	51.4%
Continuing contract teachers	83.0%	Up from 76.9%	87.5%	87.5%
Highly qualified teachers**	95.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	4.5%		0.0%	0.0%
Teachers returning from previous year	84.1%	Up from 80.6%	86.4%	86.7%
Teacher attendance rate	94.6%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$41,303	Up 3.3%	\$39,921	\$40,760
Prof. development days/teacher	10.9 days	Up from 8.5 days	13.2 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.4 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 89.9%	89.5%	90.0%
Dollars spent per pupil*	\$5,616	Down 5.2%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	69.5%	Down from 70.2%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Marshall Elementary School, we use language in our mission statement that reflects what we value and what we expect.

When we use "critical thinkers" in our mission statement, it means that we value independent, strong intellectuals who have the tools to make the right decisions in a complicated world. We expect the members of our school community to make sound, intelligent decisions based on rational thinking and sound emotions.

When we use "creative communicators" in our mission statement, it means that we value the dynamic relationship of speaking or acting out the truth in a kind fashion. We value all appropriate verbal and non-verbal communications. We expect communication to be used to maintain cohesiveness in our school community. We expect families to call, email, or come by. Our families expect us to respond within a reasonable time to any message they send to us.

When we use "technology users" in our mission statement, it means that we value the proper role of technology in our lives. We expect technology to be used as one of many tools in and outside the classroom for communication and presentation of information. We know the role of technology in our children's lives will be incredible and we want to prepare them as best we can.

When we use "good decision-makers" in our mission statement, it means that we value ethical behavior on a daily basis. Our Character Development program, entitled the "BeeAttitudes" is used as a model to remind all of our school community that we value good choices and expect positive conduct. Our "BeeAttitudes" illustrate what we want all in our school community to exemplify: being respectful, being cooperative, being responsible and being prepared to do your best!

At Marshall Elementary School, we take our school's safety seriously. All visitors are welcome at any time but are required to sign in and receive a visitor's pass. Classrooms are well equipped for communication with the front office if our faculty and staff notice questionable things. Our parents are constantly vigilant in communicating any unusual things on or around our campus as well. With the combined efforts of our families and faculty and staff, our school is assured of it's safety.

At Marshall Elementary School, we take our instructional program seriously. This year, a full implementation of a professional development model took place and the survey results from faculty are encouraging. Our teachers report having a stronger command of South Carolina standards. This means our teachers really know their stuff! Our teachers report having a stronger sense of collegiality and communication. This means our teachers feel great about each other and our school!

As a result of our arts integration focus, we have sponsored five major clubs for our families. Our chorus, visual arts, dance, drama, and writing clubs have established Marshall Elementary School as one of the few schools in the state chosen to be part of the Arts4Learning group. This group of arts coalitions is nationally recognized and we are very proud of the efforts of all of our school community!

Reggie N. Revis, Principal

Lisa Jenkins, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	139	100
Percent satisfied with learning environment	95.2%	84.7%	92.9%
Percent satisfied with social and physical environment	90.0%	78.8%	85.9%
Percent satisfied with home-school relations	85.4%	83.1%	74.0%

*Only students at the highest elementary school grade level at this school and their parents were included.